

School Support Team Function:

The purpose of the School Support Team is to guide a school that has been identified as in improvement through a process that will lead to increased student achievement for all students and all student groups. The team will

- Conduct a needs assessment through an appraisal process
- Lead the School Improvement Planning process in conjunction with parents, school staff and the LEA
- Regularly consult with members of the school community as they implement the plan for at least one year
- Provide or arrange for professional development to build the capacity of the faculty and staff in improving student achievement
- Identify and recommend distinguished educators within the school
- Make recommendations to the LEA for other assistance that is needed
- Evaluate the effectiveness of the School Improvement Plan (SIP) with members of the school community.

The selection of the School Support Team (SST) is the responsibility of the school. SST members shall be external to the school. This means that no one who serves as an administrator, teacher, assistant, pupil services personnel or parent of a child in the school may serve as a school support team member of that school. The composition of the SST must be directly related to the reason the school did not make Adequate Yearly Progress (AYP), i.e., if English Language Learner (ELL) students are not achieving, SST should have ELL expertise, and should include both content and programmatic expertise. The team members may change as the school goes through the appraisal and implementation process, but there must be a minimum of three members at all times.

Composition

The Utah State Office of Education (USOE) suggests at least one person from the LEA become part of the team, particularly for the plan development processes. The SST *must have a minimum of three people* selected from the following:

1. **Highly qualified and/or distinguished educators**, such as those with National Board Certification, ELL, Special Ed, or subject specific endorsements or those with proven experience in helping students achieve academic success. Some examples are
 - a. Past and present Milken Family Foundation award winners
 - b. Past and present Huntsman award winners
 - c. Past and present Teachers of the Year (state board winners and those nominated by each district each year)
 - d. Past and present UASSP and UAESP award winners
 - e. Past and present UASCD presidents and any teacher awardees of that organization
 - f. Past and present Superintendents of the Year in Utah
 - g. Current deans in education at the universities and those they might suggest, especially those who have research expertise
2. **Principals** with a good track record in school reform results, especially those who have shown results in improving academic achievement.

3. **Pupil Services Personnel**, such as counselors or district personnel. These may be content specialists, resource specialists, ELL specialists, special education experts, assessment experts, business managers, or others whose expertise addresses the direct needs of the school.
4. **Parents** who may have worked on a school site council, PTA, or other school committee in another school. These may not be parents of students in the school in need of improvement.
5. **Institutions of Higher Education**, particularly content specialists or professionals in leadership and change.
6. **Regional Educational Laboratories or Technical Assistance Centers**, such as WestEd.
7. **Outside consultant groups** that have been approved by USOE
8. **Other Individuals** approved by USOE (approved list on USOE website), including retired educators, district staff, data specialists, minority leaders, or others as needed to conduct the appropriate school reforms.

The Team Leader

- Is selected by the LEA and school principal
- May be an LEA employee or someone from outside the school
- Must commit to the duration of the improvement process
- Will spend more time at the school than other team members

The Team Leader is responsible for:

- assisting the principal and LEA in the selection of school support team members
- frequent and regularly scheduled interaction with school personnel for the purpose of improving student achievement according to the school improvement plan
- reporting to the LEA Title I Director quarterly using the format provided in the handbook with copies sent to
 - The school principal
 - The district superintendent
 - USOE School Improvement Team
 - The local school board (annually)
- filing all reports included in the handbook on time
- monitoring progress on the implementation of the plan
- serving on the team for at least one school year